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# UNDERSTANDING HANDICAPS THROUGH READING

## An Annotated Bibliography of Children's Books Since 1975

By

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Oregon State University/Western Oregon State College School of Education

Monmouth, Oregon
1984

ORIGINAL

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ABSTRACT

The paper presents an annotated bibliography of children's books (1975-1984) designed to promote understanding of handicapped children. Books were gathered from searches of the literature as well as Books In Print. Selection criteria are described. Entries are presented alphabetically by author, within disability groups (visually handicapped, hearing impaired, speech impaired, orthopedically impaired, specific learning disability, mentally retarded, and multiply handicapped). A final category, information books, contains five listings. Entries provide information on author, title, publisher, illustrator (if any), date, and readability level along with a brief description. (CL)

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In harmony with and dedicated to...

Donnale Harp, Jim Gallagher,

our children and grandchildren,

children off the street and all others

who are willing audiences for a read-aloud session!

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H. Dale Harp
Patricia R. Gallagher

March, 1984

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# UNDERSTANDING HANDICAPS THROUGH READING

## An Annotated Bibliography of Seclected Children's Books Published Since 1975

Experiences with literature provide rich opportunities for children to grow in many ways. One of these avenues opens new vistas of understanding and empathy for the reader or the listener in a read-aloud experience. Children's literature is used in homes, libraries and classrooms throughout the world (International Youth Library, 1981) to help normal children develop an empathy for the adult or child who has a disabling condition and to aid handicapped children in understanding their own situations more fully.

A wide variety of genres relating to handicapping conditions exists. Fiction, non-fiction, biographies, autobiographies and information books are all represented in current publications on this topic. In the first four genres mentioned above, a character or characters with disabling conditions appear. Books selected generally have children with a handicap as the protagonist, while the information books have facutal data about handicaps and related topics.

In this project we have developed an annotated bibliography which is representative of most genres. The selections come from a wide variety of sources and include books about the visually handicapped, hearing impaired, speech impaired, orthopedically impaired, specific learning disabilities, emotionally disturbed, mentally retarded and multi-handicapped. Information books are listed separately as resources for children. Among the information books are related topics such as hospital experiences and the training of animals to work with the handicapped.

Children's books which are appropriate for either individual reading or read-aloud use are included in the bibliography. Those books selected for the bibliograpy are now contained in the permanent collection, Children's Literature Section, of the Western Oregon State College Library, Monmouth, Oregon. (Many children's books about the handicapped published before 1975 are also in the library collection, but are not included in this bibliography.)

During the latter part of the 1970's and continuing into this decade there have been many new books published which deal with handicapped children. Recent publications appear to present more authentic information and credible characterizations than did earlier children's books. Although desirable, all appropriate books published since 1975 are not included in this annotated bibliograpy. Efforts to include all suitable books included an ERIC search of the usual documents and journal articles as well as utilizing a newer capability of the system to search BOOKS IN PRINT. A trip to examine the University of Washington's children's literature collection in March, 1983 provided a rich source of titles. Interviews



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with media specialists in public schools and public librarians provided recommendations. Classrooms teachers who became aware of the project have contributed. The annotated bibliography is not static. It continually grows as new titles are identified. Since the bibliography is on a computer program with considerable disk storage capability, the authors plan to continue this project at Western Oregon State College.

As books were checked out from the collection or received from the publisher they were read and annotated by the authors. Readability of each book included in the collection is assessed. A computer readability program distributed by Micro Power and Light Company is used to compute the readability. It provides formula results, graphs and statistics for nine different readability formulas: Fry; Dale-Chall; Holmquist; ARI; Flesch; Kincaid; Powers; Coleman; and, Fog. Since there is a variation in specific readability levels given by the different formulas a range (i.e. 3 - 4 grade level) is provided in the annotated bibliography. As expected, the range of interest levels for most of the books included is much broader than the readability level. Therefore, the bibliography contains many good read-aloud books and books which, because of high interest, may be read by children at a lower reading level.

Both authors teach children's literature to elementary preservice and inservice teachers. They, therefore, are guilty of falling in love with books, characters and plots in the literature for children. Books listed in the annotations which had a high appeal to the authors are marked with a "++" next to its classification. No attempt was made to rate books on a continuum. The double-plus simply means either Harp, Gallagher, or both liked the books for some special, personal reason.

## CRITERIA FOR THE SELECTION OF BOOKS ABOUT THE HANDICAPPED

Lass and Bromfield (1981) have excluded children's books from their annotated bibliography which do not describe the handicapped person with "admirationa and acceptance rather than ridicule." Hybertson (1982), on the other hand, has developed criteria for evaluating books about handicapping conditions which includes the admonition that "Various emotional reactions toward the disabled condition must be honestly dealt with.....(including) feelings of anger, frustration, guilt, overprotection, rejection, pity and acceptance....." Hybertson's example, in this case, refers to these feelings within the family unit whereas Lass and Bromfield have developed their bibliography for use in mainstreamed classrooms where they felt a model of ridicule or rejection from a book was inappropriate.

As a result of the extensive reading involved in this project, the conclusion was reached that the honest reactions of rejection, avoidance, pity, etc.,which sometimes surface when children (or adults) come in

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contact with a handicapped person must not be ignored. What is more important, it seems, is that these responses be dealt with honestly and that, ultimately, the reader or listener can develop feelings of empathy as s/he experiences the author's message and style.

Using Hybertson's model for developing the two sets of criteria for evaluating books about handicapping conditions seems appropriate. One of these is used to evaluate information books, while the other set is used to evaluate fiction or real-life family stories which have at least one disabled person in them. It has become impossible for us to use one set of criteria to evaluate both types of literature.

When evaluating any children's fiction, it is expected that plot, theme, characterization, author's style and the setting will be included in the critique. Hybertson offers the following additional criteria when the story involves a disabled person:

> 1. The disabled character must have a meaningful role to play in the unfolding of the plot. This person is not to be simply a token character.
>
> 2. Disabled characters may play either major or minor roles.
>
> 3. The disabled persons in the story should have well developed characters. Readers learn to know them through their conversations, actions, thoughts, and interactions with others, just as they learn to know all characters in the selection.
>
> 4. Both the strengths and weaknesses of all characters are developed by the author. The disabling condition is one of the weaknesses of disabled persons.
>
> 5. All characters including the disabled ones make decisions required of them in their roles and must take responsibility for and live with the consequences of the decisions as the plot progresses.
>
> 6. The author must use the terminology, present the attitudes, deal with the medical and vocabulary treatment that is commensurate with the historical period and the setting in which the story takes place. (A learning disabled child would not go to a resource center in a 16th century novel.).
>
> (1982, p. 4)

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The evaluation of information books on any topic in children's literature should consider accuracy and the material's appropriateness for the designated age group. Hybertson has expanded these into seven worthwhile criteria for evaluating information (and awareness) books about handicapping conditions:

1. Medical information must be accurate.

2. Terminology must be correct and vocabulary used must be defined in language appropriate for the understanding level of the children for whom the text is intended.

3. Illustrations should enhance the text and should be pictured in a manner which is not offensive.

4. The informational book should explain the nature of the disability so that the reader does not become fearful, prejudiced, overly depressed or emotionally overburdened about the situation. Empathy not pity should be generated.

5. The text should describe the training programs, rehabilitation programs and the medical assistance available realistically. Giving false hopes for ultimate improvement must be avoided.

6. Various emotional reactions toward the disabled condition must be honestly dealt with within the family unit. Feeling of anger, frustration, guilt, overprotection, rejection, pity and acceptance are all normal reactions to the situations.

7. Finally, awareness and informational books should leave the reader with the attitude that disabled people are individuals who can, despite their limitation, develop strength and can make appropriate contributions to their family and society.

(1982,p.3)

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## PROFESSIONAL BIBLIOGRAPHY

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Lass, Bonnie and Marcia Bromfield. "Books About Children With Special Needs: An Annotated Bibliography." THE READING TEACHER, February, 1981. pp 533-538



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# CHILDREN'S BOOKS ABOUT THE HANDICAPPED

## An Annotated Bibliography of Books Published Since 1975

### ++ VISUALLY HANDICAPPED

AUTHOR: Cohen, Miriam ILLUS: Lillian Hoban
TITLE: SEE YOU TOMORROW, CHARLES
PUBLISHER: Greenwillow Books, New York, 1983. unpp.

READABILITY: XX

A first grade class learns to accept and like a new boy who is blind. A group of first graders go into a basement room at school and the door slams shut.
It is totally dark. Their panic subsides as Charles, who is always in the dark,takes charge and helps them.
A marvelous tale about a multi-ethnic, mainstreamed classroom. Hoban's illustrations help elaborate and extend this story which will be liked by children.

### VISUALLY HANDICAPPED

AUTHOR: Cookson, Catherine
TITLE: GO TELL IT TO MRS. GOLIGHTLY
PUBLISHER: Lothrop, Lee & Shepard, New York, 1977. 192pp

READABILITY LEVEL: 4 - 5

Bella Dodd, a blind orphan, is sent to live in the British countryside with her taciturn grandfather. As the story develops, the tense relationship between the two is tempered by the introduction of a criminal element. Bella helps to solve a mystery by using her intelligent mind and well developed senses. Some use of British expressions enriches vocabulary.



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++ VISUALLY HANDICAPPED

AUTHOR: Coutant, Helen ILLUS: Vo-Dinh Mai
TITLE: THE GIFT
PUBLISHER: Alfred, A. Knopp, Inc., New York, 1983. unpp.

READABILITY: XX

Anna, a young girl, has a very special friendship with Nana Marie, an old lady who lives near her home. Without warning to Anna, Nana Marie goes to the hospital and returns blind. After much thought Anna decides what the perfect gift will be for her friend.

Beautiful illustrations are woven into a sensitively written tale which will appeal to most readers regardless of age.

++ VISUALLY HANDICAPPED

AUTHOR: Eyerly, Jeannette ILLUS: McCully, Emily A.
TITLE: THE SEEING SUMMER
PUBLISHER: J.P. Lippencott, New York, 1981. 153pp

READABILITY: 4 - 6

Ten year old Carey is happy when she learns that a new family will be moving in across the street. She learns that her new neighbor, Jenny, also ten, is blind and carries a white cane. Carey becomes uncomfortable and angry. As the summer progresses, the girls' friendship grows. Carey and the readers develop a profound respect for Jenny's capabilities...especially when two thugs kidnap her for a ransom. An exciting story with positive information about activities that the severely visually handicapped are able to do.



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## VISUALLY HANDICAPPED

AUTHOR: Leggett, Linda R. and Linda G. Andrews ILLUS: Hartman, Laura
TITLE: THE ROSE-COLORED GLASSES: Melanie Adjusts to Poor Vision
PUBLISHER: Human Sciences Press, New York, 1979. 30pp

READABILITY: 5 - 6

Melanie, a new girl at school, must wear thick, pink colored glasses. Her visual impairment is the result of a recent car accident. The storyline reveals how the teacher, Melanie and Deborah help Melanie's new classmates understand what it is like to have poor vision.

Characterizations portray very mature intermediate grade students.

## VISUALLY HANDICAPPED

AUTHOR: Rounds, Glen ILLUS: author
TITLE: BLIND OUTLAW
PUBLISHER: Holiday House, New York, 1980. 94pp

READABILITY: 6 - 8

A blind range horse and a boy who can't talk become friends as The Boy (his only name in the story) trains the horse to a saddle. The Boy makes soft chirping noises to communicate with and charm many animals...a magpie, small rabbits, a coyote pup, and The Horse.

Strong characterizations abound in this story of people and animals even though none has a name.



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VISUALLY HANDICAPPED

AUTHOR: Thomas, Wm. E. ILLUS: Photographs by author
TITLE: THE NEW BOY IS BLIND
PUBLISHER: Julian Messner, New York, 1980. 62pp

READABILITY: 1.5 - 4

Ricky Conboy's blindness has caused his mother to be over-protective. He can't eat lunch at school, go on field trips, or play at a friend's house. Being mainstreamed into a regular classroom provides a fine opportunity for students (and the reader) to become familiar with terms related to blindness--brailler, mobility training, sighted guides, and blindisms.

++ VISUALLY HANDICAPPED

AUTHOR: Wolf, Bernard ILLUS: Photographs by author
TITLE: CONNIE'S NEW EYES
PUBLISHER: J.B. Lippincott Co., New York, 1976. 96pp

READABILITY: 5 - 7

Blythe, a Golden Retriever puppy, is raised by fifteen year old Allison as a 4-H project in this real life story. The puppy, provided by Seeing Eye, Inc., is subsequently trained at Seeing Eye's Morristown, New Jersey facility.

Connie, who was blinded at birth, meets Blythe at Seeing Eye where they become acquainted. Both dog and future master go through the intensive training of the guide dog program which prepares them for their future life together. Connie, age twenty-two, then begins her career as a teacher in a school for the handicapped with Blythe serving as her eyes and constant companion.

Excellent documentation of the story is carefully displayed through Wolf's photographic essay. The story line in conjunction with the photographic essay develops a wealth of specific information including an understanding of the seeing eye program and insights into the effects of blindness upon Connie's life.



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++ VISUALLY HANDICAPPED

AUTHOR: Wosmek, Frances ILLUS: Author
TITLE: A BOWL OF SUN
PUPLISHER: Children's Press, Chicago, 1976. unpp

READABILITY: XX

The alternative family style depicted in A BOWL OF SUN is contemporary and believable. Megan, nearly old enough for school, lives with Mike, a leather craftsman who makes belts and sandals. Mike, her father, has assisted blind Megan to become self-sufficient around their home and in his shop. When he decides they must move from their idyllic life on the coast to Boston so that Megan can go to a special school for the blind, they both have adjustments to make. The satisfying climax to the story is well developed.



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# Hearing Impaired Children In Literature

## HEARING IMPARIED

AUTHOR: Cowley, Joy ILLUS: Hermann Greissle
TITLE: THE SILENT ONE
PUBLISHER: Alfred A. Knopf, New York, 1981. 136pp

READABILITY: 4 - 6

Jonasi, a "deaf-mute" South Pacific Islands' boy, "didn't know the meaning of the mouth movements" he saw people make. Villagers believed he was possessed by a demon that plugged his ears and held his tongue so he could neither hear nor speak.

This beautiful story of a child's experience in a silent world is dramatic because of its setting and the imaginative plot involving a white turtle of the sea. Jonasi's relationships with the turtle and with the superstitious islanders are well developed by Cowley, a New Zealand writer.

## ++ HEARING IMPAIRED

AUTHOR: Curtis, Patricia PHOTOGRAPHER: Cupp, David
TITLE: CINDY, A HEARING EAR DOG
PUBLISHER: E.P. Dutton, New York, 1981. 47pp

READABILITY: 5 - 7

Guide dogs for the blind have been used for years. This information book describes the use of dogs to help the deaf. The dogs are able to alert their owners to sounds they cannot hear. The photographs and text describe the training of these dogs independently and with their future hearing impaired companions. Included is a list of organizations that have training programs for hearing ear dogs and one organization which teaches deaf people to train their own dogs. A useful index is included.



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++ HEARING IMPAIRED

AUTHOR: Hanlon, Emily
TITLE: THE SWING
PUBLISHER: Bradbury Press, Scarsdale, N.Y., 1979. 209pp

READABILITY: 3 - 4

Each summer eleven-year-old Beth's family moves to a cottage in the New England countryside. It is her "most favorite place," especially because of a swing on an old oak tree. The swing is located on a secluded corner of the property which is next to her parents' property. The swing has become Beth's refuge from the world. It is where she can vent her frustrations. Many times Beth feels the need for the swing to help mediate the problems of growing up with a severe hearing loss.

Hanlon has skillfully woven a interesting story about Beth, her family, the beauty of the bears on her mountain, and a love/hate friendship with thirteen-year-old Danny who also attaches special meaning to the swing. THE SWING has a well developed plot, rich characterization, and a theme which will help children understand attributes of Beth's handicap.

++ HEARING IMPAIRED

AUTHOR: Litchfield, Ada B. ILLUS: Mill, Eleanor
TITLE: A BUTTON IN HER EAR
PUBLISHER: Albert Whitman and Company, Chicago, 1976. 28pp

READABILITY: 3 - 5

Angela, a small girl, tells the story about how her hearing loss affects her play, friendships and school work. She explains how the loss was detected, checked by the doctor, and corrected with the use of a hearing aid.

A well written story which accurately describes the effects of this handicap. Beautiful illustrations enhance and extend the story which will be enjoyed by children.



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++ HEARING IMPAIRED

AUTHOR: Peter, Diana PHOTOGRAPHER: Finlay, Jeremy
TITLE: CLAIRE AND EMMA
PUBLISHER: The John Day Company, New York, 1976. unpp

READABILITY: Preschool Read Aloud

Attractive color photographs detail the lives of sisters, four year old Claire and two year old Emma, who were born deaf. They live with their mother (the author) and six year old brother, Alastair. The girls are learning to lip read and to speak. Although the author does not describe a mainstreamed U.S. school situation, she does portray Claire and Emma playing with hearing friends and their older brother. Colored photographs show the girls learning to swim, playing indoors and outdoors and receiving special speech instruction. The book contains information about parts of hearing aids as well as examples of words that look alike to lip readers.

HEARING IMPAIRED

AUTHOR: Peterson, Jeanne Whitehouse ILLUS: Ray, Deborah
TITLE: I HAVE A SISTER---MY SISTER IS DEAF
PUBLISHER: Harper & Row Company, New York, 1977. 29pp

READABILITY: XXX

An easy to read, portrayal of the lives of two sisters as they play in and around their home. The tale is told by the older, hearing sister whose perceptions are beautifully described. "I tell my friends I have a sister who knows when a dog is barking near her. She says she does not like the feel of that sound." The soft black and white illustrations provide a sense of happiness and well-being.



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HEARING IMPARIED
(from accident)

AUTHOR: Rosen, Lillian
TITLE: JUST LIKE EVERYBODY ELSE
PUBLISHER: Harcourt Brace Jovanovich, New York, 1981. 155pp

READABILITY: 4 - 5 (Interest through high school)

An accident thrusts fifteen-year-old Jenny into a soundless world. Life becomes a nightmare that she refuses to believe is real. She feels alone and confused by the help of the family and friends in the struggle to understand and learn a new set of rules for survival. Joe Benton, deaf from birth, offers her positive and realistic behaviors which she can use to cope with being "different". (Joe's tee shirt displays the slogan, "Stop Noise Pollution! Use Sign Language.")

Lillian Rosen draws upon her personal experiences to bring sensitivity and authenticity to the story.



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# Speech Impaired Children In Children's Literature

++ SPEECH IMPAIRED

AUTHOR: Cunningham, Julia
TITLE: THE SILENT VOICE
PUBLISHER: E.P. Dutton, New York, 1981. 145pp

READABILITY: 5 - 6

The streets of Paris provide the setting for Auguste, a talented mute, to continue his adventures. This sequel to BURNISH ME BRIGHT intoduces a master mime who befriends the boy and welcomes him to his home and dance-mime school. Jealousies of Auguste's talents prompt the other residents to resort to tactics to undermine his relationship with the master. Fine characterizations of both adults and children coupled with an intriguing plot present good reading.

++ SPEECH IMPAIRED

AUTHOR: Gold, Phyllis PHOTOGRAPHS: Baker, Carl
TITLE: PLEASE DON'T SAY HELLO
PUBLISHER: Human Sciences Press, Inc., New York, 1976. 47pp

This exceptional story is a revelation for some readers and a reminder for others that all children with autism can learn. Gold, a parent-author, helps us understand that autism is a group of symptoms or behaviors--spinning, staring, flapping, and being fascinated with machines, for example--not a disease. Eddie, a nine-year old autistic child, moves into a new neighborhood with his family. Neighbor children and parents react to him as if his situation were "catching." Through the story, the reader learns about help available in schools designed to work with these special children.

Baker's effective photographic essay which accompanies the story was designed by the author.



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# Orthopedically Impaired Children In Literature

++ ORTHOPEDICALLY IMPAIRED

AUTHOR: Brown, Irene B.
TITLE: BEFORE THE LARK
PUBLISHER: Atheneum, New York, 1982. 191pp

READABILITY: 4 - 5

Twelve-year-old Jocy lives in Missouri during the 1880's. She is distrubed because of a disfiguring harelip. Jocy moves her ill grandmother to a farm which her wanderlust father had abandoned. She seeks isolation from others as a means of coping with her inability to handle her impairment.

Brown writes an enjoyable story with strong characterizations.

ORTHOPEDICALLY IMPAIRED

AUTHOR: Dyer, T.A.
TITLE: A WAY OF HIS OWN
PUBLISHER: Houghton Mifflin Complany, Boston, 1981. 154pp

READABILITY: 5 - 6

Shutok, a "lame" boy is a member of a primitive family tribe. The family is nomandic, following the food sources throughout the Spring, Summer and Fall. Because of Shutok's physical disability he cannot keep up with his tribe. His family abandons him. Together, with a girl stolen from another tribe, he tries to adapt to his disability and survives a harsh winter before the return of his family.



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ORTHOPEDICALLY IMPAIRED
Open Heart Surgery
Severe Burn Victim

AUTHOR: Howe, James
TITLE: A NIGHT WITHOUT STARS
PUBLISHER: ATHENEUM, New York, N.Y., 1983. 178pp

READABILITY: XXX

Eleven-year-old Maria must have open-heart surgery. Coping with fear of the unknown and a general lack of understanding about the surgery is a problem to Maria, her family and her friends. While in the hospital, Maria develops a friendship with Donald, a badly scarred burn victim.

Perceptive characterizations provide insight to the feelings, emotions and problems of children in the transition of hospitalization.

++ ORTHOPEDICALLY IMPAIRED
Muscular Dystrophy

AUTHOR: Jacobs, Dee ILLUS: Karlsson, Kris
TITLE: LAURA'S GIFT
PUBLISHER: Oriel Press, Portland, OR, 1980. 58pp

READABILITY: XXX

Laura and Catherine are sisters who have a warm, caring relationship. Laura, confined to a wheelchair, has Muscular Dystrophy. She has accepted her physical condition and the progressive nature of her disease. Catherine needs Laura's help to achieve understanding and acceptance of her sister's plight.

A sensitively written story about life and death. Jacob's characterizations are credible and fully developed which enhances the story.



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ORTHOPEDICALLY IMPAIRED
Prosthesis - Hand

AUTHOR: Litchfield, Ada B. ILLUS: Lisker, Sonia O.
TITLE: CAPTAIN HOOK, THAT'S ME
PUBLISHER: Walker & Company, New York, 1982. 32pp

READABILITY: 1 - 3

Judy, a third grader, was born without her left hand. She wears a hook "to help her right hand do things it couldn't do alone." Judy will have increasingly larger hooks to accommodate her growth until she can eventually be fitted with a metal and plastic hand. She can do lots of things...but not play the piano. When her family moves to a new town, Judy's life is turned upside down.

Litchfield's well-told description of how an empathetic teacher helps to enrich Judy's life will satisfy most readers.

++ ORTHOPEDICALLY IMPAIRED

AUTHOR: Rabe, Bernice ILLUS: Hoban, Lillian
TITLE: THE BALANCING GIRL
PUBLISHER: E.P. Dutton, New York, 1981. 29pp

READABILITY: 4 - 5

Margaret, a first grader, was very good at balancing things. She could balance a book on her head, glide along in her wheelchair as nice as you please and the book would not fall off. Margaret could balance many things--even herself as she hopped along with crutches. Her greatest balancing act ever was used to benefit the school carnival.

Hoban's illustrations sensitively expand this captivating tale of the balancing girl. BALANCING GIRL is an excellent read aloud story for the primary classroom or the mainstreamed intermediate classroom.


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++ ORTHOPEDICALLY IMPAIRED
Epilepsy

AUTHOR: Young, Helen ILLUS: Blake, Quentin
TITLE: WHAT DIFFERENCE DOES IT MAKE, DANNY?
PUBLISHER: Andre Deutsch Limited, 105 Great Russell Street, London WCI, 1980. 93pp

READABILITY: 5 - 6

As a member of the Council and of the Executive Committee of the British Epilepsy Association, Young has used her rich background to write a story about Danny Blaine to "dispel some of the myth surrounding the condition of epilepsy." Her description of Danny's seizure in a classroom and the behaviors of both teacher and children is excellent. Danny is portrayed as a normal, athletic boy whose adventures lead him into some serious difficulty---epilepsy or not. Interesting British terms (lift, kit, gym master) make this a natural for reading aloud and discussion.

ORTHOPEDICALLY IMPAIRED

AUTHOR: Robinet, Harriette Gillem ILLUS: Brown, David
TITLE: RIDE THE RED CYCLE
PUBLISHER: Houghton Mifflin Company, New York, 1980. 34pp

READABILITY: 5 - 6

Jerome Johnson had a dream about riding a cycle, speeding fast with the wind whipping his face. But Jerome was eleven and had been crippled since he was two. Once he had like the word "special"--special classes, special busses. Then he decided it meant "not like other boys." This is a story about Jerome's anger which helps to build his strong determination to learn to ride a cycle.

A multi-ethnic setting which gives insight to a black youngster's frustration and some of his family members' reactions.



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## ORTHOPEDICALLY IMPAIRED

AUTHOR: Rodowsky, Colby
TITLE: P.S. WRITE SOON
PUBLISHER: Franklin Watts Co., New York, 1978. 147pp

READABILITY: 5 - 6

Tanner Mary McClean wears a brace called "Fenhagen" on her leg because of an accident which left her leg paralyzed. Tanner, a sixth-grader, can move around only with her brace on or on crutches. However, in letters to her pen pal she shares daydreams and acts as if she were normal, playing ball and skateboarding. This is a story about Tanner's frustrations, fantasies and finally the need to confront her life, face the obstacles she has erected and make the most out of her own abilities.



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Specific Learning Disability Children In Literature

SPECIFIC LEARNING DISABILITY

AUTHOR: Corcoran, Barbara
TITLE: AXE-TIME, SWORD-TIME
PUBLISHER: Atheneum, New York, 1976. 203pp

READABILITY: 5 - 6

Cocoran's story takes place on the east coast just prior to the start of World War II. Elinor, a high school student, is not a visual learner. When she reads letters and parts of words get out of order, it is very difficult to read for meaning. Her spelling follows the same mixed patterns. She learns to adapt to life with her handicap. A well written story about young adulthood, family problems, and friendships when one has a learning disability.

++ SPECIFIC LEARNING DISABILITY

AUTHOR: Gilson, Jamie
TITLE: DO BANANAS CHEW GUM?
PUBLISHER: Gulf and Western Corp., New York, 1980. 147pp

READABILITY: XXX

Sam, a sixth grader, can add like a whiz and has a good memory. However, Sam reads at the second grade level and can't spell. He has moved five different times while in the elementary grades. Just when Sam is about to give up on everything, good things start to happen. After taking a number of weird tests he is finally beginning to read and spell.

Gilson has authored a credible story which is written with understanding and evidences strong characterization. Children will read and enjoy this story.



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SPECIFIC LEARNING DISABILITY

AUTHOR: Swarthout, Glendon and Kathryn ILLUS: Bacon, Paul
TITLE: WHALES TO SEE THE
PUBLISHER: Doubleday & Company, Garden City, New York, 1975.
121pp

READABILITY: 4 - 5

Mrs. Fish teaches a class of children who have learning disabilities. Not only are they in a special school, her group of ten sixth grade children are a "special" group because of the nature and severity of their problems. The class's field trip on a chartered boat to view a pod of whales becomes an adventure involving stormy weather and social problems encountered with a class of "normal" sixth graders who also are on the charter boat with their teacher. The authors superficially identify various kinds of neurological impairments (dyslexia, apraxia, hyperkinesia, etc.) which the children have. However, the emphasis is upon the social interaction and impact upon their lives.



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# Mentally Retarded Children In Literature

MENTALLY RETARDED
Down's Syndrome

AUTHOR: Baldwin, Anne Norris
TITLE: A LITTLE TIME
PUBLISHER: Viking Press, New York, 1978. 119pp

READABILITY: 4 - 5

Ten-year-old Sarah experiences the effects of having a four-year-old brother who has Down's Syndrome. She discovers how her new friends and schoolmates relate to this difference.

Baldwin has sensitively revealed a realistic picture of the effects of mental retardation within a family. Characterization of the five children, mother and father are credible within this context. The emotional impact upon family members is well developed without being overly dramatic.

MENTALLY RETARDED

AUTHOR: Brown, Roy
TITLE: FIND DEBBIE!
PUBLISHER: The Seabury Press, New York, 1975. 160pp

READABILITY: 6 - 7

FIND DEBBIE is a mystery story. Detective Bates mixes his professional objectivity and personal emotions while investigating the disappearance of a mentally retarded child. Bates has a son who he says is, "Mongoloid. High trainable."

Debbie, a mentally retarded child is reported missing by her family. She has a history of problems. Emotional problems have caused her to be excluded fron numerous schools and special programs.



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++ MENTALLY RETARDED

AUTHOR: Grollman, Sharon Hya ILLUS: Polonsky, Arthur
TITLE: MORE TIME TO GROW--EXPLAINING MENTAL RETARDATION TO CHILDREN: A STORY (With a Parent's and Teacher's Guide by Robert Perske)
PUBLISHER: Beacon Press, Boston, 1977. (Story, 38pp. Supplementary Materials, 59pp)

A clear explanation of mental retardation is presented through a story about nine year old Carla and her retarded younger brother, Arthur. Carla's feelings of impatience, bewilderment, and love are revealed as reactions that are acceptable and normal--and shared by her parents.

"Questions to Think About" challenge young readers to become aware of their reactions to special people. "Activities for Children" suggests ways for the reader to act out situations involving handicapping conditions.

The children's story has realistic and credible characterizations of the children and parents. Perske s section for adults and Polansky's black and white illustrations are fine additions to this excellent resource.

MENTALLY RETARDED

AUTHOR: Peck, Robert Newton
TITLE: CLUNIE
PUBLISHER: Alfred A. Knopf, New York, 1979. 124pp

READABILITY: 3 - 5

"Clunie Finn, Clunie Finn, lock her up in a loony bin!" is the taunt that follows sixteen year old retarded Clunie home from her special class in a small town high school. Peck has developed a story that has subject matter too mature for elementary children. His dedication is "to kids who can never read it, hoping that the kids who can will care." A powerful story for young adult readers.



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## MENTALLY RETARDED

AUTHOR: Smith, Lucian B. ILLUS: Hall, Chuck
TITLE: A SPECIAL KIND OF SISTER
PUBLISHER: Holt Rinehart and Winston, New York, 1977,1979.
unpp

READABILITY: 1 -3

Sarah is 7 and 1/4 years old. She lives with her Mom, Dad and brother, Andy. Andy is mentally retarded. Sarah describes how difficult it is to be Andy's sister.

As a read aloud, this story establishes a base for discussion of some problems a family faces when one of the children is retarded.

## ++ MENTALLY RETARDED

AUTHOR: Sobol, Harriet Langsam PHOTOGRAPHER: Agre, Patricia
TITLE: MY BROTHER STEVEN IS RETARDED
PUBLISHER: Macmillan Publishing Company, New York, 1977. 26pp

READABILITY: 4 - 5

Eleven year old Beth tells her own story of experiences and feelings of life with a brother who is mentally retarded. He's older than she, "but he acts like he's younger." Brain-damaged at birth, Steven walks with his toes pointed out to the sides, mumbles and screams sometimes, and often makes funny noises. Beth resents that her parents have to spend lots of time with him, but she also gets a good feeling when she is able to make him laugh. An even better feeling comes to her when she is able to teach him something.

A realistic portrayal of a sister's feelings about her retarded brother. Characterizations are authentic and sensitivitely revealed.

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# Multiple Handicapped Children In Literature

++ MULTI HANDICAPPED

AUTHOR: Jones, Ron ILLUS: Parker, Tom
TITLE: THE ACORN PEOPLE
PUBLISHER: Bantam Books, Incorporated, New York, 1977. 80pp

READABILITY: XX

Athlete and P.E. student, Ron Jones, found a steady, paying job as a counselor in a summer camp for handicapped youngsters. His expectations of long hikes and swimming much of the day had drawn him to camp work. This poignant, tender tale is a story of his awakening sensibilities to the personalities and capabilities of the severely handicapped children in his charge.

The characterizations of children and counselors are strongly defined and credible. This true story would be an excellent read aloud in the middle grades.

++ MULTI HANDICAPPED

AUTHOR: Rosenburg, Maxine R. PHOTOGRAPHS: Ancona, George
TITLE: MY FRIEND LESLIE, The Story of a Handicapped Child
PUBLISHER: Lothrop, Lee & Shepard Books, New York, 1983. unpp

READABILITY: 4 - 5; K-1 Read Aloud

Karin goes to kindergarten with her very good friend, Leslie. Leslie has a severe vision loss, moderate hearing loss, cleft palate, muscular imperfections, and ptosis of the eyelids. She is also a very happy, outgoing child and the best reader in her classroom.

Ancona's photographic essay beautifully complements Rosenberg's real life story about some of Leslie's school experiences. Preschoolers through primary grades can gain productive understandings from this information book.



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Information Books For Children About Handicapped Children

TEACHING EXCEPTIONAL CHILDREN

AUTHOR: Anker, Carol Teig ILLUS: Varied Photographs
TITLE: TEACHING EXPEPTIONAL CHILDREN--A SPECIAL CAREER
PUBLISHER: Julian Messner, 1978 (Second Printing, 1979). 219pp

READABILITY: XXX

Carol Anker is a certified teacher of English and of the physically handicapped. She also is a licensed guidance counselor who has had many experiences working with exceptional children. Her career exploration book covers teaching the mentally retarded, gifted, visually impaired, hearing impaired, speech impaired, physically disabled, learning disabled, emotionally disturbed, socially maladjusted, and multiply disabled children. The text also includes recommended additional reading, a list of state departments of special education, and an index.

A useful resource for anyone contemplating a career in special education.

++ ANIMAL PARTNERS

AUTHOR: Curtis, Patricia
TITLE: ANIMAL PARTNERS, TRAINING PEOPLE TO HELP PEOPLE.
PUBLISHER: Lodestar Books, E.P. Dutton, New York, 1982. 129pp

READABILITY: 6 - 8

This reference deals with many different handicapping conditions.

Career opportunities in training and using animals to help disabled children and adults are explored in exciting interviews with young people who are doing just that. Job requirements, training and opportunities are discussed along with a serious look at ways working with animals and the handicapped have changed the lives of these people.

The last ten pages of the book contain an excellent section called "Further Information" in which specific names and addresses are identified for additional information about a variety of careers related to the use of animals with the handicapped. Among those included are therapeutic horseback riding, guide dogs for the blind,


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hearing ear dogs, pet therapy for the aged, and the use of farm animals to help emotionally disturbed children. An index is also included in this valuable information book.

STRUGGLE FOR EQUALITY

AUTHOR: Haskins, James and J.M. Stifle ILLUS: Photographs
TITLE: THE QUIET REVOLUTION, THE STRUGGLE FOR THE RIGHTS OF DISABLED AMERICANS
PUBLISHER: Thomas Y. Crowell, New York, 1979. 147pp

READABILITY: 8 - 12

Disabled Americans have long been denied basic human and civil rights--to education, to disease prevention, to treatment, to a barrier-free environment, to employment and to compensation. The quiet revolution against these obstacles has occurred through the work of social and health agencies, telethons, sit-ins, the media and legal action. Today planners, architects, and public officials are finally finding ways to overcome the roadblocks to a fulfilled life for the disabled.

This reference provides a useful historical perspective on this long struggle for equality. Also included is a comprehensive bibliography and index.

VARIOUS HANDICAPPS

AUTHOR: McConnell, Nancy P. ILLUS: Duell, Nancy
TITLE: DIFFERENT & ALIKE, Current, Inc., Colorado Springs, Colorado, 1982. 28pp

READABILITY: XX

Written for children, this information book examines the similarities and differences among children. It cites specific examples of handicaps. The manual alphabet is provided and one page of the story is also written in the Braille alphabet for children to feel,

Attractive illustrations add to the value of this book which may be used as a read aloud or for individual pupil used.



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## HOSPITAL EXPERIENCES

AUTHOR: Richter, Elizabeth PHOTOGRAPHER: Author
TITLE: THE TEENAGE HOSPITAL EXPERIENCE, YOU CAN HANDLE IT!
PUBLISHER: Coward, McCann and Geoghegan, Inc., New York, 1982. 128pp

READABILITY: 6 - 9

This moving collection of interviews with hospital patients in their teens explores experiences and feelings about managing chronic diseases, surgery, bone setting and diagnostic testing. It also includes interviews with one parent and several medical professionals--including a nurse, an anesthetist, and doctors. The inclusion of a glossary of medical terms and an index is appropriate. A sensitive, encouraging treatment of a serious experience.



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